

**THE CORRELATION BETWEEN PRIOR KNOWLEDGE AND  
READING COMPREHENSION OF THE SECOND YEAR  
STUDENTS OF SMPN 21 SIAK**



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1433 H/2012 M**

**THE CORRELATION BETWEEN PRIOR KNOWLEDGE AND  
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A Thesis

Submitted to fulfill one of Requirement  
for Undergraduate Degree in English Education  
(S.Pd.)



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The Thesis entitled “*The Correlation between Prior Knowledge and Reading Comprehension of the Second Year Students of SMPN 21 Siak*”, is written by Juarsih NIM. 10614003511. It is accepted and approved to be examined by the examination in the meeting of the final examination committee of Undergraduate Degree at Faculty of Education and Teacher Training of State University of Sultan Syarif Kasim Riau.

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Pekanbaru, Maret, 2012

Juarsih

## **ABSTRAK**

### **JUARSIH, (2012): Korelasi Antara Pengetahuan Sebelumnya dan Pemahaman Membaca Siswa Kelas Dua SMPN 21 SIAK.**

Menurut gejala gejala dalam penelitian ini, penulis menghadapi masalah masalah yang harus didiskusikan dan dipecahkan. Penelitian ini bertujuan untuk menemukan hubungan antara pengetahuan sebelumnya dan pemahaman membaca.

Subjek dari penelitian ini adalah siswa kelas dua SMPN 21 SIAK dan objek dari penelitian ini adalah pengetahuan sebelumnya dan pemahaman membaca. Populasi dalam penelitian ini adalah 400 siswa dan penulis hanya mengambil 10% sebagai sampel. Dalam dalam pengumpulan data, penulis menggunakan kuisioner untuk mengukur pengetahuan sebelum siswa dan tes untuk mengukur pemahaman membaca. penulis menggunakan korelasi pearson product moment.

Dari data yang telah dianalisis dengan menggunakan SPSS, dapat dilihat bahwa tidak ada korelasi yang signifikan antara pengetahuan sebelum dan pemahaman membaca. Hal tersebut dapat dilihat dari:

1. Skor koefisien korelasi adalah  $0.473 < 0.361$  pada standar signifikan 5% dan  $0.393$  pada standar signifikan 1% (see table product moment) itu berarti  $H_a$  diterima yang menunjukkan bahwa ada korelasi yang signifikan antara pengetahuan sebelumnya dan pemahaman membaca.
2. Nilai probabilitas sig.(2-tailed) is  $0.820 > 0.05$ . itu berarti  $H_a$  diterima, dengan kata lain ada korelasi yang signifikan antara pengetahuan sebelumnya dan pemahaman membaca.

Korelasi antar dua variable tersebut adalah positif. Berarti semakin tinggi pengetahuan sebelumnya akan berpengaruh pada pemahaman membaca.



## **ABSTRACT**

### **JUARSIH, (2012): The Correlation between Prior Knowledge and Reading Comprehension of the Second Year Students of SMPN 21 SIAK.**

In accordance with the symptoms, the writer has some problems that should be discussed and overcome. This research is aimed to find out the correlation between prior knowledge and reading comprehension.

The subject of this research is the second year students of SMPN 21 SIAK whereas the object of this research is prior knowledge and reading comprehension. The population of this research is 400 students and the writer take 10% as the sample for this research. In collecting the data, the writer used questionnaire for prior knowledge and test for reading comprehension.

From the data analysis which has been done by using SPSS, it can be seen there is no significant correlation between prior knowledge and reading comprehension. It can be shown by the explanation below:

1. The score of correlation coefficient is  $0.473 < 0.361$  insignificant level of 1% (see the table of product moment) it means that  $H_a$  is accepted which is indicates that there is no significant correlation between students prior knowledge and reading comprehension.
2. The probability of score sig. (2-tailed) is  $0.008 > 0.05$ . it means that  $H_a$  is accepted. In order words, there is significant correlation between prior knowledge and reading comprehension.

Direction of correlation between two variables is positive. It means that the higher the prior knowledge will influence their reading comprehension, so the prior knowledge has relation with reading comprehension.

جوارسيه (2012): العلاقة بين المعلومات السابقة و فهم الطلاب في القراءة لطلاب الصف الثاني بالمدرسة الإعدادية الحكومية 21 سيك.

لاقت الباحثة المشكلات التي تحتاج إلى مناقشتها و حلها. كان الهدف في هذا البحث لمعرفة بين المعلومات السابقة و فهم الطلاب في القراءة. إن الموضوع في هذا البحث طلاب الصف الثاني بالمدرسة الإعدادية الحكومية 21 سيك بينما الهدف في هذا البحث المعلومات السابقة و فهم الطلاب في القراءة. الأفراد في هذا البحث 400 طالب ثم أخذت الباحثة العينات نحو 10 في المائة. في جمع البيانات استخدمت الباحثة الاستجواب لقياس معلومات الطلاب السابقة و الاختبار لقياس فهم الطلاب في القراءة بة اسطة علاقة فيرسون فرودوك مومين.

تحلل البيانات في هذا البحث بواسطة س ف س س و يدل على وجود علاقة ضرورية بين المعلومات السابقة و فهم الطلاب في القراءة من تبدو مما يأتي:

1. كانت النتيجة الارتدادية العلاقية نحو في مستوى الدلالة 5 في المائة و في مستوى الدلالة 1 في المائة إذ أن الفرضية البديلة مرفوضة وتدل على عدم العلاقة الضرورية بين المعلومات السابقة و فهم الطلاب في القراءة.

2. أن النتائج الإمكانية سيغ نحو. اي أن الفرضية البديلة مقبولة و تدل على عدم العلاقة بين المعلومات السابقة و فهم الطلاب في القراءة.

إن العلاقة بين المتغيرين السابقين كان سلبيا و متى كانت المعلومات السابقة أحسن سوف تؤثر إلى فهم الطلاب في القراءة.

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# CHAPTER I

## INTRODUCTION

### A. Background

Reading comprehension is the crucial aim of reading activity because the better a reading comprehension is the better the quality of reading will be. Reading comprehension is the result of reading activity. If someone read the text or the other source of information but they do not get information from what they read, it means they do not gain comprehension. on the other hand, they do not reach the main aim of reading activity.

Reading comprehension is focused on understanding the meaning of the text or passage that is read, on the other hand; we can say that it is the process to understand what the text or passage is talking about. It is mentioned as a process because it involves all of the elements of the reading process working together as a text read to create a representation of the text in the reader's mind. Reading comprehension is the last destination of the reading activity because when we read we need comprehension from what we have read.

According to Barret, there are five aspects that are involved in reading comprehension<sup>1</sup>. The first is literal comprehension; this aspect focuses on three points that need recognition and recall the idea explicitly. The second is reorganization; it is divided to two points is faced with organization of ideas or information and explicitly like analyzing, synthesizing and producing desired

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<sup>1</sup>Murni SalinaB.Sc.Ed(Tesl), *Chapter 2: Barret Taxonomy-Presentation Transcript*, retrieved on October 10<sup>th</sup> 2010 from <http://www.slideshare.net/salina2309/chapter-2-barret-taxonomy-presentation>.

thought explicitly. The third aspect is inferential comprehension; it is focused on two points, that one of them is stimulating the purposes of reading by thinking and inferring the ideas and information explicitly. The fourth is evaluation which is focused on three points that emphasize evaluative judgment accurately. The last is appreciation; it is focused on three points that emphasize combination between information from the text and emotional response.

Comprehension is the purpose of reading. Prior knowledge on reading text for students can stimulate them to achieve reading text and able to comprehend the material entirely. Prior knowledge is determining factor when it comes to comprehension<sup>2</sup> Comprehension is purpose of reading and prior knowledge can stimulate the students to achieve in reading text and able to comprehend the material entirely.

There are some factors that are involved in reading comprehension, those are: Prior knowledge, Knowledge of text structure, and An active search information.<sup>3</sup> In this case, prior knowledge is very important thing of comprehension, because the better prior knowledge is the better comprehension will be. The readers also require to combine their prior knowledge when they are reading in order that they are easier to comprehend what they read.

Prior knowledge of the readers involve three processes naturally they are sampling, infering and predicting. Sampling involves selecting information from the available information on the basis of inference and prediction. In sampling, the proficient reader select the least amount of print information

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<sup>2</sup> Daniel and Zemelman, . *Effect Prior Knowledge on Comprehension*. 2010. Retrieved on December 9<sup>th</sup> 2011(<http://www.esiponline.org/classroom/foundation/reading/priorknowledge.html>)

<sup>3</sup> Jean Wallace Gillet et al, *Understanding Reading Problems*, Harper Collins Publisher.1994



necessary to make inference and prediction. Inferring is comes to understanding based on inferences. Inferring and predicting are not trial and error phenomena; these natural reading strategies are based on knowledge and background experiences. The content of knowledge had a significant effect on the ability of the subjects to identify logical relationship in the test passage.

There are several practical implications, in the first of place, scheme building activities and task, carried out before students read, will facilitate their comprehension. Reading comprehension involves all elements of reading process and acting together. As comprehension takes place, words are decoded and associated with their meaning in the reader's memory, and phrases and sentences are processed rapidly or fluently enough, so that the meanings derived from one word, phrase, or sentence are not lost before the next is processed. Moreover, the writer who composed the text being read put together a whole, hopefully coherent, network of thoughts for the reader.

In junior high school of SMPN 21 SIAK, English is taught twice a week, each of them consists of two hours and reading is one of the skills which are learned there. Reading is one of the skills emphasized in this school. The researcher found that the second year students of SMPN 21 SIAK had prior knowledge but they were difficult to comprehend what they read. The students were difficult to link their past knowledge(prior knowldge) with present information. It made them ddifficult to comprehend the text entirely. Beside that, their result of reading does not reach KKM of English (6, 0). This case is contrary with standard competence of reading based on syllabus. Base

Competence of reading: Reading aloud, responding the meaning and comprehending the meaning in simple short essay accurately, fluency accepted around in recount and narrative text. There are many materials that are learned by second year students, one of them is about narrative and biographical recount, one of the text books which is used in this school is Erlangga book, 2007. Based on syllabus, by reading the theme the students are required to identify the information from the text, Answering the question about the text, and responding the meaning explicitly.

The weaknesses of the second year students at SMP 21 SIAK can be seen from the symptoms as follows:

1. The students do not understand what they read
2. The students are not able to conclude information and ideas from the text explicitly.
3. The students are not able to recall the ideas or information from the text.
4. The students are not able to identify the information of the text

Based on the phenomena shown above the writer is interested in carrying out a research entitled

### **The Correlation between Prior Knowledge and Reading Comprehension of the Second Year Students of SMPN 21 Siak**

#### **B. The Definition of Term**

The topic of this research is a correlation between prior knowledge and reading comprehension of the second year students of SMPN 21 SIAK. To avoid misunderstanding, it is important to define some terms used in this research.

## 1. Reading Comprehension

Reading comprehension is defined as the level of understanding of writing. Proficient reading depends on the ability to recognize words quickly and effortlessly. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read<sup>4</sup>

Prior knowledge on reading is relevant with students to make some connections to the text and their comprehension will be increased. Besides, good readers constantly try to make sense out of what they read by seeing how it fits what they already know. Prior knowledge is very important on reading comprehension. According to schema theory, prior knowledge provides a schema of framework or structure that helps thinking.

## 2. Correlation

Correlation is a connection between two things in which one thing affects or depends on another.<sup>5</sup> On the other hand, correlation is a measure of strength of the relationship between two sets of data in this research; it is a way to find out the correlation between students' prior knowledge and reading comprehension.

## 3. Prior Knowledge

Prior knowledge is what somebody already knows when confronting with new information and continually synthesize, consolidate, and

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<sup>4</sup> Wikipedia free encyclopedia, *Reading Comprehension* ([http://en.wikipedia.org/wiki/reading\\_comprehension](http://en.wikipedia.org/wiki/reading_comprehension))

<sup>5</sup> Hornby, A. S., *Oxford Advanced Learner's Dictionary, sixth Ed.* UK: Oxford University Press. 2003

integrate old and new information into hierarchical knowledge structures. In addition, prior knowledge is also called as a term for more specific knowledge dimension such as met cognition, subject matter, strategy, personal, self – knowledge .<sup>6</sup>

## **C. The Problem**

### **1. The Identification of the Problem**

Prior knowledge is one crucial thing in reading comprehension. It is also the determining factor of reading comprehension therefore the students must have good prior knowledge in order easier to comprehend what they read.

From the symptoms we can see that the problems are:

- 1) Why do not the students comprehend what they read?
- 2) Why are not the students able to conclude information from the text explicitly?
- 3) Why are not the students able to recall the ideas or information from the text?
- 4) Why are not the students able to identify the information of the text?

### **2. The Limitation of the Problem**

Because of some of the consideration of find, capabilities and limited time, this research is limited to the correlation between prior knowledge and reading comprehension.

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<sup>6</sup> Jeremy Roschelle, *Learning in Interactive Environments: Prior Knowledge and New Experiment*. University Massachusetts, Dartmouth retrieved on July 2010 from (<http://www.exploratorium.edu/IFI/resources/museumeducation/priorknowledge.html>)

### **3. The Formulation of Problem**

Based on the limitation of the problem stated above, the problem of this research will be formulated in the following research questions:

- 1) How is the students' prior knowledge?
- 2) How is the students' reading comprehension?
- 3) Is there any significant correlation between prior knowledge and reading comprehension?

### **D. The Objective and the Significance of the Study**

#### **1. The Objective of the Study**

The objectives of this problem are to know significant correlation between prior knowledge and reading comprehension at the second year students of SMPN 21 SIAK.

- 1) To find out the students prior knowledge and reading comprehension.
- 2) To obtain the influences of prior knowledge and reading comprehension
- 3) To verify if there is any significant correlation between prior knowledge and reading comprehension at the second year students of SMPN 21 SIAK.

#### **2. The Significance of the Study**

- 1) The researcher expects that her research can give positive contribution and insight to the English lesson (especially in reading comprehension) the teacher, the school, and also the researcher herself.
- 2) The finding is also expected to be current information especially in terms of teaching and learning English as a foreign language to the respondents of the research and institution where she conducts the research.

- 3) The research is conducted to fulfill one requirement to finish her undergraduate study at the Islamic university of SUSKA RIAU

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Theoretical Framework**

Theoretical framework is a basic thinking to investigate a problem that used to get the correctness in a research. Before knowing what the prior knowledge is, the definition of reading will be explained first. Reading is one of four language skills that should be mastered by every students if they want to comprehend the texts well. By reading the people can get much information from what they read.

##### **1. Nature of Reading Comprehension**

Reading is very important, as it is a mean of seeking knowledge. Reading is one of the four language skills. Reading is an interactive process, in which the reader constantly shuttles between bottom-up and top-down processes.<sup>1</sup> In the development of the theory of reading comprehension bottom-up and top-down processes. Bottom-up is the process to find out the information only after the act of reading activities. It means that the readers' understanding of the text will depend on the meaning of the words, sentences, and paragraph. The meaning of the words will contribute to the meaning of a sentence, a sentence to a paragraph and so on.

Top down reading is the process where the reader can find out the information of the text, and understanding the text based on their knowledge about the text.

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<sup>1</sup>: Xiubo Yi, *psychological analysis of reading difficulty of Chinese college learner*. Dan Zhang college of foreign languages jilin University. P: 2. Retrieved on 1 march 2011 from (<http://pdf-finder.com>)

Many readers do not fully understand the text, because they have not appropriate prior knowledge about the text. In order to read confidently, students should understand what they read.

Reading is a process which is complex between authors ,writer and message that conveyed between authors to the reader. In addition, good readers are able to predict what they will read on the basis of their knowledge

## **2. The Factors Influencing Reading Comprehension**

There are some factors that are involved in reading comprehension, those are: Prior knowledge, Knowledge of text structure, and An active search information.<sup>2</sup> In this case, prior knowledge is very important thing of comprehension, because the better prior knowledge is the better comprehension will be. The readers also require to combine their prior knowledge when they are reading in order that they are easier to comprehend what they read.

Reading comprehension is the process of constructing meaning from text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend text.

There are two factors that influence the students' reading comprehension achievements and they are related one another, they are: internal factor and the external factor.

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<sup>2</sup> Jean Wallace Gillet et al, *Understanding Reading Problems*, Harper Collins Publisher.1994



### 1) The Internal Factor

The internal factor means the factor which comes from the reader himself, or usually known as personal factor, because the factor has existed inside the reader. This factor dealt with self-motivation and interest.

In addition, reading comprehension is influenced by the reader's schemata, sensory and perceptual abilities, thinking abilities, reading strategies, and affective aspects such as motivation to read<sup>3</sup>.

It is support by Torgesen said that proficient comprehension of text is influence by motivation to understand and interest in task and material<sup>4</sup>.

### 2) The External Factor

The external factor has a close relationship to reading material and teacher of reading. They are related one another.

Based on the quotation above, the writer concludes that there are two factors that influence reading comprehension; they are internal and external factors. And prior knowledge is internal factor.

Comprehension involves constructing meaning that is reasonable and accurate by connecting what has been read and what has been knows and thinking about all of this information until it is understood. Comprehension is the final goal aof reading

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<sup>3</sup> Kassim Shaabana. *Reading Psychology*. English Department, American University of Beirut,.. [Http://Www.Informaworld.Com/Smpp/Title~Content=T713775282](http://Www.Informaworld.Com/Smpp/Title~Content=T713775282). Retrieved on April, 7 2011. P. 377

<sup>4</sup>Torgesen, Joseph. *Factors that Influence Reading Comprehension: Developmental and Instructional Consideration*. Florida State University and Florida Center for Reading Research, Core Knowledge Conference, February, 2006. P. 10

instruction which needs contribution from prior knowledge. To succeed it, comprehension entails three component of comprehension.

- (1) The reader who is doing the comprehending
- (2) the text is to be comprehended
- (3) the activity in which comprehension is part.

According to Barret, there are five levels of comprehension, is that: literal comprehension, reorganization, inferential comprehension, evaluation and appreciation<sup>5</sup>

### **1. Literal comprehension**

This level focuses on ideas and information which are explicitly stated in the selection. This level divides in to two, they are:

#### **1) Recognition**

Recognition required the students to locate or identify ideas or information explicitly stated in the reading selection itself. Recognition tasks are:

- (1) Recognition of details, the students identify facts such as the names of characters, the time of the story, or the place of the story.
- (2) Recognition of main ideas, the students are asked to locate or identify an explicit statement in or from a selection which is a main idea of a paragraph.
- (3) Recognition of a sequence, the students are required to locate or identify the order of incidents or actions explicitly stated in the selection.

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<sup>5</sup> Barret, *The Barret Taxonomy of Cognitive and Effective Dimension of Reading Comprehension* 1968. From (<http://joebyrna.net/curriculum/barret.pdf>)

- (4) Recognition of comparison, the students are requested to locate or identify likenesses and differences in characters, times, and places that are explicitly stated in the selection.
- (5) Recognition of cause and effect relationship, the students identify the explicitly stated reasons for certain happenings or actions in the selection.
- (6) Recognition of character traits, the students are required to identify or locate explicitly statements about a character which help to point up the type of person him or her.

## **2) Recall**

Recall requires the students to produce from memory ideas and information explicitly stated in the reading selection, recall tasks are:

- (1) Recalls of main ideas, the students are required to state the main idea of a paragraph when the main idea is explicitly stated in the selection.
- (2) Recall of a sequence, the students are asked to provide from memory the order of incidents or actions explicitly stated in the selection.
- (3) Recall of comparison, the students are required to call up from memory the likenesses and differences in characters, times, and places that are explicitly stated in the selection.
- (4) Recall of cause and effect relationships, the students are requested to produce from memory explicitly stated reasons for certain happenings or action in the selection.

- (5) Recall of character traits, the students are asked to call up from memory explicitly statements about characters which illustrate the type of persons they are.

### **3) Reorganization**

Reorganization requires the students to analyze, synthesize, and organize ideas or information explicitly stated in the selection. Reorganization tasks are:

- (1) Classifying, the students are required to place people, things, places, and events into categories. The key to this level is that things must be sorted into category or a class.
- (2) Outlining, the students is requested to organize the selection in outline from using direct statements or paraphrased statements from the selection.
- (3) Summarizing, the students are asked to condense the selection using direct or paraphrased statements from the selection.
- (4) Synthesizing, the students are requested to consolidate explicit ideas or Information from more than one source.

### **4) Inferential comprehension**

Inferential comprehension is demonstrated by the students when he or she uses the ideas and information explicitly stated in the selection, his or her intuition, and his or her personal experience as a basis for conjectures and hypotheses.

- (1) Inferring supporting details, the students are asked to conjecture about additional facts the author might have included in the selection which would have made it more informative, interesting, or appealing.
- (2) Inferring main ideas, the students are required to provide main idea, general significance, theme or moral which is not explicitly stated in the selection.
- (3) Inferring sequence, the students may be asked to hypothesize about what would happen next if the selection had not ended as it did but had been extended.
- (4) Inferring comparisons, the students are required to infer likenesses and differences in characters, times, places, things, or ideas. Such inferential comparisons revolve around ideas, such as: here and there, then and now, he and she. The students are required to hypothesize about the motivations of characters and their interactions with time and place.
- (5) Inferring character traits, the students are asked to hypothesize about the nature of characters on the basis of explicit clues presented in the selection.
- (6) Predicting outcomes, the students are requested to read an initial portion of a selection and on the basis of this reading he or she required to conjecture about the outcome of the selection.
- (7) Interpreting figurative language, the students are asked to infer literal meanings from the author's figurative use of language.

### **5) Evaluation**

In this level the students are required to respond by the students which indicate that he or she has made an evaluation judgment by comparing ideas presented in the selection with external criteria provided by the teacher, other authorities, or other written sources.

- (1) Judgments of reality or fantasy, such as question calls for a judgment by the reader based on reader experience.
- (2) Judgments of fact or opinion, the students analyze and evaluate the writing on the basis of the knowledge he or she has on the subject as well as to analyze and evaluate the intent of the author.
- (3) Judgments of adequacy and validity, the reader compare written sources of information with an eye toward agreement and disagreement and completeness.
- (4) Judgments of appropriateness, such a question require the reader to make a judgment about the relative adequacy of different parts of the selection to answer the question.
- (5) Judgments of worth, desirability and acceptability, such a question based on the reader's moral code or his or her value system.

### **6) Appreciation**

This level involves all the previously cited cognitive dimensions of reading, deals with the psychological and aesthetic impact of the selection on the reader.

- (1) Emotional response to the content, the students are required to verbalize his or her feelings about the selection in terms of interest, excitement, boredom, fear, hate, amusement. It is concerned with the emotional impact of the total work on the reader.
- (2) Identification with characters or incidents, teacher's question of this nature will elicit responses from the reader which demonstrate his or her sensitivity to, sympathy for, and empathy with characters, happenings, and ideas portrayed by the author.
- (3) Reactions to the author's use of language, in this level the students are required to respond to the author's craftsmanship in terms of the semantic dimension of the selection, namely, connotations, and denotations of word.
- (4) Imagery, the reader is required to verbalize his or her feelings with regard to the author's artistic ability to paint word pictures which cause the reader to visualize, smell, taste, hear or feel.

### 3. Nature of Prior Knowledge

Prior knowledge is when students make connections to the text they are reading, their comprehension increases<sup>6</sup>. Good readers constantly try to make sense out of what they read how it fits with they already know. When we help students make the connection before, during and after they read, we are teaching them a critical comprehension strategy that the best readers use almost unconsciously.

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<sup>6</sup> Shellyakins, *Activating Prior Knowledge*.. Retrieved on December 2010 from ([http://hubpages.com/hub/activating-prior knowledge](http://hubpages.com/hub/activating-prior-knowledge).)

Prior knowledge is requirement to follow learning process in order that the students can do learning process well. The students who have a good prior knowledge will be easier in comprehending and predicting the lesson than the students do not have a good prior knowledge in a learning process.<sup>7</sup>

Prior knowledge is an important first step in learning process. So that, every teacher must know the level of prior knowledge of each students. In comprehension process, Prior knowledge is a prime factor that will influence students' learning experience. From some researchs about prior knowledge is concluded that learning environment needs stable, comfort and familiar situation, learning environment in this context is able to support the students' curiosity and also can help them to find something in their comprehension. In learning process, prior knowledge is a frame where the students can filter new information and then link with their previous knowledge.

Prior knowledge is necessary to retain information from a text. Activating prior knowledge before reading helps students' brains get ready to read and open new information. It focuses students' reading and helps them read for a purpose. Having a purpose and inquiring about the subject before reading helps students take ownership of their own reading experiences.<sup>8</sup> When students learn to make

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<sup>7</sup> Gagne, *Prior Knowledge*, 2009. Retrieved on September 2011 from ([http://aim.cast.org/learn/historyarchive/backgroundpapers/background\\_knowledge](http://aim.cast.org/learn/historyarchive/backgroundpapers/background_knowledge))

<sup>8</sup> Ellin Oliver Keene and Susan Zimmerman. *Mosaic of Thought* .2007 retrieved from ([http://teachersvision.fen.com/skill-builder/reading comprehension/48450.html](http://teachersvision.fen.com/skill-builder/reading%20comprehension/48450.html))



connections from their experience to the text they are currently reading, they have a foundation, or scaffolding, upon which they can place new facts, ideas, and concepts.

As good readers read, they think about what they are reading and consider how it fits with what they already know. In this way, they build upon the schema that they already have developed. While assisting students in activating prior knowledge, the teacher will discover if students have enough background of knowledge to process and understand the text that the teacher is asking them to read.

The comprehension strategy should be taught on an ongoing basis so that students learn independently to use it as they are reading. It should be taught explicitly and systematically over an extended period of time, moving from modeling the thinking process out loud by the teacher, to students using the strategy as a natural part of their comprehension process. Prior knowledge should be discussed before reading the text to help set the stage for what is coming. Activating Prior Knowledge refers to the practice of beginning a lesson by bringing up topics with which the students already have some familiarity. By putting the upcoming lesson material into a familiar context for the students, the teacher is giving them a context into which they can then assimilate the new information and understanding.<sup>9</sup>

Activating prior knowledge of the topic of the text is important for several reasons:

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<sup>9</sup> Beth Lewis, *Activating Prior Knowledge*. Retrieved November 2011 from (<http://k6educators.about.com/od/lessonplanheadquarters/g/anticipatoryset.htm>)

- 1) It gives students the opportunity to bring their minds of information that is relevant to the text are about to read. Doing will help students make connections while reading.
- 2) It gives students the opportunity to learn from one another. When students hear what other students know about a topic, they are often reminded of ideas and experiences of their own related to the topic of the text. Additionally, they will learn new information to add their own prior knowledge.
- 3) It provides the teacher with the opportunity to identify serious prior knowledge gaps or misconceptions that might actually get in the way of comprehension.<sup>10</sup>

Good readers not only use their prior knowledge of the topic of the text to make sense of it. They also use their prior knowledge of the structure. Teachers often assume that if a student is a good reader. Although prior knowledge is essential to learn, inappropriate or incorrect prior knowledge can be detrimental. Prior knowledge must be activated in order to increase the potential that students will integrate prior knowledge with new information.

Although prior knowledge is essential to learning, inappropriate or incorrect prior knowledge can be detrimental. Studies indicate that students with very little

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<sup>10</sup>. Shellyakins, *Activating Prior Knowledge*,. Retrieved on December 2010 from (<http://hubpages.com/hub/accsing-prior knowledge>)

background knowledge perform better on measures of reading comprehension than those students who have inaccurate background information.

Oftentimes teachers are reluctant to activate student's prior knowledge. This reluctance may stem from the fear that they will not be able to control or build on inappropriate prior knowledge. As mentioned above, prior knowledge is essential to the learning process. Avoidance of prior knowledge will never lead to quality learning. Knowledge is both necessary and problematic. Therefore, it is imperative to design instruction to help students confront alternative or naïve conceptions. Students should practice examining their current understanding, acquiring new information, and contrasting their prior knowledge with their new ideas.

According to the schema theory above, prior knowledge must be activated in order to increase the potential that students will integrate prior knowledge with new information.

Comprehension is a complex cognitive process that is regulated by a person's mental, emotional, perceptual, and social experiences.<sup>11</sup> When reading, individuals apply an array of comprehension strategies to monitor and sustain their reading. To read and learn effectively students need to integrate new material into their existing knowledge and construct new understanding, and adapt existing conceptions and beliefs as needed. students who lack sufficient background knowledge or are unable to activate this knowledge may struggle to access, participate, and progress

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<sup>11</sup> Dorn and Soffos, *Effect Prior Knowledge on Comprehension*, Retrieved from (<http://red6747.pbworks.com/w/page/8522607/Effects-Prior-Knowledge-on-Comprehension>)

throughout the general curriculum, where reading to learn is a prerequisite for success.

#### 4. Students Prior Knowledge

Readers' brains store and process information read at two levels, surface and deep. The surface-level allows readers to recall factual information from text. This retrieval process involves accessing information stored in the short-term memory. The deep-level, however, is conceptual and allows readers to think beyond the text. When a reader can perform a retelling, reenactment and summarizing of occurrences read, they are retrieving the information from their long-term memory used the above mentioned reading strategies to experiment on the effects of prior knowledge on good and poor readers' memory of text by examining the qualitative and quantitative differences in the memory of students with high versus low knowledge of a subject.<sup>12</sup>

Experiment about high-ability and low-ability reading students to examine the effects of familiarity (prior knowledge) and unfamiliarity (low knowledge) on strategy tasks used to evaluate comprehension. Student results were then compared and rated with that of expert responses. The results revealed that students with high knowledge out-performed those with low knowledge regardless of reading ability. Students possessing more knowledge of a topic are better equipped to identify key concepts in text and proficiently incorporate these concepts into summaries or other goal-oriented tasks. Additionally, high-ability and low-ability reading students with

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<sup>12</sup> R.L.Allington.P.M.Cunningham, *Prior Knowledge Plays a Large Role in Reading Comprehension*, retrieved from ([http://www.education.com/reference/article/priorknowledge-reading\\_comprehension](http://www.education.com/reference/article/priorknowledge-reading_comprehension)) 2005

low-knowledge performed similarly on all tasks focusing on direct instruction and strategy practice alone.

### **5. Effects of Prior Knowledge on Comprehension**

Prior Knowledge is a determining factor when it comes to comprehension. When a non-reader acknowledges that they are familiar to the concept being read their inadequacies diminish. Empowered with prior knowledge, poor readers improve their modes of reasoning and comprehension to the point that students with high-ability in reading and high knowledge did not recall better or perform better on re-enactments and summarizes than the low reading ability students for teachers this information is critical as activation of prior knowledge becomes the means of leveling the playing field in heterogeneous groups.

### **6. Prior Knowledge and Reading Comprehension**

Furthermore, some scholars have discussed the importance of prior knowledge about the text in terms of genre knowledge of prior knowledge<sup>13</sup>. Prior knowledge is the existing knowledge of organizational forms and rhetorical structures of written texts. Based on their studies found that prior knowledge helped subjects enhance the quality of recall the story. The appropriate prior knowledge could give them good interpretation about the text. Moreover it is same as what McCarthy says that readers' awareness of text structure could help them discern text content in

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<sup>13</sup> Sunny Hyon.Ed. Ann M.Johns. "Genre and ESL Reading" *Genre in the Classroom: Multiple Perspectives*.(New Jersey: Lawrence Elrbaum Associates,2002) Retrieved on 11 august 2011 from <<http://Library.nu.com>>

shorter time.<sup>14</sup> Theoretically, it can be said that prior knowledge has role in reading process since the readers have good awareness of the structure of the text. There are three parts of prior knowledge, they are:

1. Language knowledge

as the ability one brings from reading in a first language to reading in a second. It had been assumed that readers needed to be able to read well in a second language. Moreover, he explained that there exists a linguistic threshold beyond which students must pass before first language reading skills start to make an impact on second language reading. Reading comprehension is the search for meaning, actively using our knowledge of the world and of texts to understand each new thing we read. This one sentence identifies three elements of reading comprehension:

- 1) . we need knowledge of the world to understand new thing.
- 2) we need to be familiar with the variety of text structures we're likely to encounter
- 3) we need to seek meaning, and not wait passively for it to rise up from the page.

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<sup>14</sup> Mohammad Ali Salmani. *The Impact of Formal Schemata on L3 Reading Recall*, p:115 retrieved on 11 august 2011 from< <http://Pdf-finder.com>>

## 2. Genre knowledge

Preexisting knowledge such as genre, topic, discourse patterning and special language features help one to comprehend the material<sup>15</sup>. Genre knowledge is included in prior knowledge.

## 3. Met linguistic and met cognition knowledge.

These are strategies of monitoring understanding, selecting what to remember, and regulating, these strategies the reader use, include repeating information to enhance, recall, reviewing, underlining important words or section of a passage, note taking, and checking understanding.

Prior knowledge describes in detail how the existing knowledge of the learner interact with the reading task and illustrates how a students' knowledge and previous experience with the crucial to decipher a text. The ability to use prior knowledge or existing knowledge seems to plays a fundamental role in one's trial to comprehend the text.

Regarding to reading comprehension, Adams and Collins in Xiubo Yi's journal explain that the goal of prior knowledge as to specify how the reader's knowledge interacts information on the page and specify how that knowledge must be organized to support the interaction<sup>16</sup>. This assumes that comprehension occurs when readers successfully connect the new information from the text with the

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<sup>15</sup> Jeremy Harmer, *The Practice of English Language Teaching 3<sup>rd</sup> Edition*. (harlow:longman,2001) p: 200 retrieved on march 1 2011 from <<http://pdf-finder.com>>

<sup>16</sup> Xiubo Yi, *A psychological analysis of English reading difficulty of Chinese college learner*. Dan Zhang College of Foreign Languages Jilin University. P: 2 retrieved on 1 march 2011 from <http://pdf-finder.com>.

information from the text with the information in the memory. If the new information does not fit to the readers' prior knowledge, it could be misunderstood or ignored or the original prior knowledge will be revised.

## **B. Relevant Research**

Relevant research is required to observe some previous researches conducted by other researcher in which they are relevant to our research.<sup>17</sup> Besides, we have to analyze what the point focused on, inform the design, finding and conclusion of the of the previous research, they are:

1. Reni Heppy Meita, The Correlation between Students Interest and Their Reading Comprehension Ability in Learning English at the Second Year of SMPN 3 UKUI, KAMPAR in her research, she focused on the correlation between students' mastery on information questions and their reading comprehension at the second year students of SMPN 21 SIAK. She concluded that there was a significant correlation between students' mastery in informational question and their reading comprehension at the second year students of SMPN 1 Kuantan. From the formulation of the problem "is there any significant correlation between students' interest and their Reading comprehension at the second year students of SMPN 1 Kuantan Mudik. And in finding research problem, there is a significant correlation between students' interest and their reading comprehension at the second year students of SMPN

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<sup>17</sup> Syafii. , *From Paragraph to a Research Report: a Writing of English for Academic Purposes*. Pekanbaru;LBSI.2007



- 1 Kuantan Mudik. The similarity between the correlation between students' interest and reading comprehension research and the correlation between prior knowledge and reading comprehension research is both of them discuss about the problem of reading comprehension. Reading comprehension involves some aspects, those are: interest, vocabulary and prior knowledge. In Reni's research, she focused on correlation between students' interest whereas this research focused on prior knowledge in reading comprehension.
2. Rika Nuryana, The Correlation between Students' Mastery in Formation Questions and Their Reading Comprehension at Second Year of SMPN 1 Kuantan Mudik in her research, she focused on the correlation between students interest and their reading comprehension ability in learning English at the second year of SMPN 3 Ukui, Kampar. After analyzing the data, she found that whether in level significance 5% and 1%. That was way alternative hypothesis( $H_a$ ) is accepted ( $H_o$ ) is rejected. It is concluded that:
  - 1) There was significant correlation between the students' interest and their reading comprehension ability at the second year students of SMPN 3 Ukui
  - 2) the students' interest in reading was categorized good it was about 77% .
  - 3) the students ability in reading comprehension the text is still poor because from 33 students only 2 students got good score, 5 students got enough score and 26 students get bad score.

Based on the research finding, the writer found that there are many problems faced by students and teacher. The problem faced by students is they get difficulties in learning English. Because learning method is not suitable with the students learning style. And English facility is not complete. The similarity of the correlation between formation question mastery and reading comprehension research and the correlation between prior knowledge is both of them discuss about the problem in reading comprehension.

### **C. Operational Concept**

The operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to measure. There are two variables in this research.

They are:

#### **1. Variable X**

- 1) The students are able to make connection between their previous knowledge and the information they get from the text.
- 2) The students are familiar with the topic or the text
- 3) The students are easy to comprehend what they read because of their prior knowledge
- 4) The students have experience about the text.
- 5) The students are easy in predicting what the text is talking about.

#### **2. Variable Y**

- 1) The students are able to identify facts such as the name of the character, the time of the story or the place of the story.
- 2) The students are able to state the main idea of the paragraph on the text.
- 3) The students are able to infer the supporting detail ,the students are able to conjecture about additional facts of the text.
- 4) students are able to identify character and incident, in tis case the students are able to express their sensivity,simphathy or emphathy with the character.
- 5) the students are able to place people, thing,place and events into categories.

#### **D. The Assumption and Hypothesis**

##### **1. Assumptions**

In general assumption for this research can be exposed as follows:

- 1) Reading comprehension is various.
- 2) Prior knowledge affects reading comprehension.

##### **2. Hypothesis**

Based on the assumption above, the hypothesis of this study can be forwarded as follows:

**H<sub>a</sub>** : There is a significant correlation between prior knowledge and reading comprehension at the second year students of SMPN 21 SIAK.

**H<sub>0</sub>** : There is no a significant correlation between prior knowledge and reading comprehension at the second year students of SMPN 21 SIAK.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

The design of this research is correlation. This research investigates the question of whether there is systematic relationship between prior knowledge and their reading comprehension. There are two variables in this research, independent and dependent variables. Hartono said that independent variable is a variable that's gives influence, and dependent variable is the one that is affected by independent variable<sup>1</sup>. The independent variable is prior knowledge which is labeled as "x" and dependent variable is reading comprehension which is labeled as "y".

#### **A. The Location and Time of the Research**

The location of this research was conducted at SMPN 21 SIAK, which is located on Jl.Kesehatan 6, 6 km of Tualang Perawang. The time of this research was on April up to June 2011.

#### **B. The Subject and Object of the Research**

The subject of the study was the second year students of SMPN 21 SIAK. And the object was to analyze the prior knowledge and reading comprehension at the second year students of SMPN 21 SIAK.

#### **C. The Population and Sample of the Research**

The target population of this study included all the second year students of

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<sup>1</sup> Hartono. *Statistik untuk Penelitian*. Yogyakarta: Pustaka Pelajar. 2004. P. 68

SMPN 21 SIAK with population 400 students that consist of 10 classes. The writer took 15% as sample. If population is less than 100 respondents we can take all of, but if more than 100 respondents we can take 10%,15%,20%,25% or more than.<sup>2</sup> The sample of this research is 10% of 400 students they are 40 students.

#### **D. The technique of collecting data**

To collect the data involved in this research, the writer used some techniques:

##### **1. Test**

In order to obtain the students' prior knowledge, the writer used test as instrument. The test is true false question; it is consisted of 25 items.

TABLE I

#### **The Blue Print of Prior Knowledge**

Indicators	Number of Items
1) The students are familiar about the topic or the text	1,6,11,16,21
2) The students are able to make connection between their prior knowledge and new information from the text	2,7,12,17,22 3,8,13,18,23
3) The students are easy to comprehend what they read because their prior knowledge	4,9,14,19,24
4) The students have experience about the text	
5) The students are easy in predicting what they read because of their prior knowledge	5,10,15,20,25

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<sup>2</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*: (Jakarta: PT. Rineka cipta. p: 134.2006

## 2. Test

It was used to obtain the data concerning reading comprehension and this technique was carried out in terms of collecting the data variable Y (Reading comprehension) with multiple choices in which the materials about biographical recount and narrative text were taken from the text book which is used in SMPN 21 SIAK.

TABLE II

### The Blue Print of Reading Comprehension

Indicators	Number of Items
1) The students are able to identify facts such as the name of the character, the time of the story or the place of story	1,6,11,16,21
2) The students are able to state main idea of the paragraph of the text	2,7,12,17,22
3) The students are able to infer the supporting detail, the students are able to conjecture about additional facts of the text	3,8,13,18,23
4) The students are able to identify character and incident, in this case students are able to express their sympathy or empathy with the character	4,9,14,19,24
5) The students are able to place people, thing, place and event into categories	5,10,15,20,25

### E. The Data Analysis Technique

In analyzing the data dealing with the correlation between prior knowledge and reading comprehensions at the second year students of SMPN 21 SIAK, the researcher used analyze product moment correlation.

$$r = \frac{n \sum XiYi - (\sum Xi)(\sum Yi)}{\sqrt{(n \sum Xi^2 - (\sum Xi)^2)(n \sum Yi^2 - (\sum Yi)^2)}}$$

But, to make easy in analyzing the data, the researcher use SPSS. Because the formula was taken in terms of two variables independent and dependent are correlated and the scale measurement of data was interval scale. To analyze the significant data in statistic, the data used was interval.

Besides, there is no another controlling variable. The data of these variables was analyzed, measured, and counted by SPSS. This way was very efficient, valuable and exacting in giving the real output. On the scale score of the prior knowledge and reading comprehension is as follows:

TABLE III

Classification of students' score

Category	Range
Very good	80%-100%
Good	70%-79%
Enough	60%-69%
Less	50%-59%
Bad	0%-49%





## **CHAPTER IV**

### **DATA PRESENTATION AND ANALYSIS**

#### **A. Description of the research instrument**

Instrument is something used in performing an action. Research instruments mean what the writer used in conducting the research. The writer got the data through questionnaire and test. This chapter presented the research finding dealing with the data analyzed and interpreted which had been taken from questionnaire and test. The aim of the test was to know the students ability in comprehending reading text. The researcher used test was given to know the students previous knowledge about the text.

The independent variable which is symbolized by “x” is prior knowledge it was investigated by using test to the second year students of SMPN 21 SIAK. There were 25 item..

The dependent variable which is symbolized by “y” is students’ reading comprehension. As known, by conducting a test to the second year students of SMPN 21 SIAK. The test consisted of 25 items in multiple choices.

## B. Data Presentation

TABLE IV

### 1. Prior knowledge

Students	Variable X Scores	Category
1	80	Very Good
2	76	Good
3	72	Good
4	64	Enough
5	80	Very good
6	64	Enough
7	76	Good
8	72	Good
9	72	Good
10	64	Enough
11	72	Good
12	76	Good
13	72	Good
14	64	Enough
15	80	Very good
16	64	Enough
17	62	Enough
18	72	Good
19	64	Enough
20	76	Good
21	62	Enough
22	72	Good
23	64	Enough
24	60	Enough
25	80	Very good
26	64	Enough
27	76	Good
28	64	Enough
29	72	Good
30	64	Enough
31	72	Good
32	60	Enough
33	72	Good
34	72	Good
35	80	Very good
36	64	Enough
37	64	Enough
38	72	Good
39	64	Enough
40	72	Good
<b>Total</b>	<b>2806</b>	
<b>Mean</b>	<b>70.15</b>	<b>Good</b>

From the data above we can see that there are 5 students got score 80, it is categorized as very good, 6 students get score 76, 13 students got score 72, these are categorized as good, there are 10 students got score 64, 4 students got score 62 and 2 students got score 60, it is categorized as enough. Total score of prior knowledge is 2806 and the mean of prior knowledge is 70,15 can be categorized as Good.

## 2. Reading comprehension

**TABLE V**  
**PRESENTATION OF READING COMPREHENSION**

No	STUDENTS	CORRECT ANSWER	SCORE	Category
1	Students 1	20	80	Very good
2	Students 2	18	72	good
3	Students	16	64	Enough
4	Students	17	68	Enough
5	Students	18	72	Good
6	Students	17	68	Enough
7	Students	16	64	Enough
8	Students	20	80	Very good
9	Students	16	64	Enough
10	Students	17	68	Enough
11	Students	18	72	Good
12	Students	16	64	Enough
13	Students	16	64	Enough
14	Students	19	76	Good
15	Students	17	68	Enough
16	Students	18	72	Good
17	Students	14	56	Less
18	Students	17	68	Enough
19	Students	16	64	Enough
20	Students	15	60	Enough
21	Students	17	68	Enough
22	Students	16	64	Enough
23	Students	17	68	Enough
24	Students	16	64	Enough
25	Students	18	72	Good
26	Students	16	64	Enough
27	Students	17	68	Enough
28	Students	19	76	Good
29	Students	16	64	Enough
30	Students	15	60	Enough
31	Students	17	68	Enough
32	Students	19	76	Good
33	Students	16	64	Enough
34	Students	17	68	Enough
35	Students	13	52	Less
36	Students	19	76	Good
37	Students	16	64	Enough
38	Students	17	68	Enough
39	Students	20	80	Good
40	Students	17	68	Enough
	Total Mean		<b>2730(68,25)</b>	<b>Enough</b>

From the recapitulation of reading comprehension above there are 3 students who got score 80, categorized as “very good” 4 student got score 76, 5 students who got score 72, it is categorized as “good”, 12 students got score 68, 12 students got score 64, and 2 students got 60, these are categorized as “enough” there is 1 student got score 56 and 52, it can be categorized as “less” total score of reading comprehension is 6825, mean of reading comprehension is 67,25, it can be categorized as “enough”

**TABLE VI**  
**RECAPITULATION OF PRIOR KNOWLEDGE AND READING**  
**COMPREHENSION**

No	STUDENTS	PRIOR KNOWLEDGE	READING COMPREHENSION
1	Students 1	80	80
2	Students 2	76	72
3	Students 3	72	64
4	Students 4	64	68
5	Students 5	80	72
6	Students 6	64	68
7	Students 7	76	64
8	Students 8	72	80
9	Students 9	72	64
10	Students 10	64	68
11	Students 11	72	72
12	Students 12	76	64
13	Students 13	72	64
14	Students 14	64	76
15	Students 15	80	68
16	Students 16	64	72
17	Students 17	62	56
18	Students 18	72	68
19	Students 19	64	64
20	Students 20	76	60
21	Students 21	62	68
22	Students 22	72	64
23	Students 23	64	68
24	Students 24	60	64
25	Students 25	80	72
26	Students 26	64	64
27	Students 27	76	68
28	Students 28	64	76
29	Students 29	72	64
30	Students 30	64	60
31	Students 31	72	68
32	Students 32	60	76
33	Students 33	72	64
34	Students 34	72	68
35	Students 35	80	52
36	Students 36	64	76
37	Students 37	64	64
38	Students 38	72	68
39	Students 39	64	80
40	Students 40	72	68
Mean		2806(70.15)	27.30(68,25)

TABLE VII  
STATISTICS

		Prior Knowledge	reading comprehension
N	Valid	40	40
	Missing	0	0
	Mean	67.8000	64.4000
	Median	67.0000	66.0000
	Mode	63.00 <sup>a</sup>	72.00
	Std. Deviation	5.57952	8.49178
	Variance	31.131	72.110
	Range	21.00	28.00
	Minimum	55.00	48.00
	Maximum	76.00	76.00

Based on the table above, we can interpret that Mean score of prior knowledge is 67.8000, Median 67.0000, Mode 63.00<sup>a</sup>, standard deviation 5.57952, variance 31.131, range 21.00, Minimum 55.00, and maximum 76.00. While the mean in reading comprehension is 64.4000, median 66.0000, mode

72.00, standard deviation 8.49178, variance 72.110, range 28.00, minimum 48.00, and maximum 76.00.

**TABLE VIII**  
**DESCRIPTIVE STATISTICS**

	Mean	Std. Deviation	N
Prior knowledge	67.8000	5.57952	40
reading comprehension	64.4000	8.49178	40

The table above shows that, mean of prior knowledge is 67.8000 and the std. deviation is 5.57952. Mean of reading comprehension is 64.4000, and std. deviation is 8.49178.

**TABLE IX**  
**CORRELATIONS**

		Prior knowledge	reading comprehensi on
Prior knowledge	Pearson Correlation	1	.473**
	Sig. (2-tailed)		.008
	N	40	40
reading comprehensi on	Pearson Correlation	.473**	1
	Sig. (2-tailed)	.008	
	N	40	40



### CORRELATIONS

		Prior knowledge	reading comprehension
Prior knowledge	Pearson Correlation	1	.473**
	Sig. (2-tailed)		.008
	N	40	40
reading comprehension	Pearson Correlation	.473**	1
	Sig. (2-tailed)	.008	
	N	40	40

\*\* . Correlation is significant at the 0.01 level (2-tailed).

From the table above, the variable of correlation coefficient of the prior knowledge and reading comprehension = 0.473, sig. (2tailed) = 0.008, the interpretation is as follows:

1. The score of correlation coefficient  $0.473 > 0.361$  in significant standard 5% and 0.463 in significant standard 1% (see table product moment). It means that  $H_a$  is accepted which indicates that there is a high correlation between prior knowledge and reading comprehension.
2. The probability score or sig. (2- tailed) is  $0.008 < 0.05$ . It means that  $H_a$  is accepted. On the other word, there is significant correlation between prior knowledge and reading comprehension.

3. The outputs above show that there is a sign means that there is significant correlation between prior knowledge and reading comprehension.

Direction of correlation between two variables is positive. It means that the higher of prior knowledge will cause higher too toward reading comprehension. On the contrary, the lower of prior knowledge will cause lower too toward reading comprehension.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. The conclusion**

Based on the research finding as presented in the previous chapter, the conclusion that can be drawn as follows:

1. After presenting the findings in the chapter IV, the writer concludes that there is significant correlation between prior knowledge and reading comprehension. It can be seen from statistic of prior knowledge, mean: 67,8000 and the standard deviation: 5.57952. While the reading comprehension is mean: 64.4000 and the standard deviation is 8.49178. It can be conclude that the result of prior knowledge can be categorized as “ good” and reading comprehension can be categorized as “enough ”
2. This research investigates the question of whether there is systematic relationship of Prior knowledge and their reading comprehension. There are two variables in this research: independent and dependent variables. The independent variable is prior knowledge which is labeled as “x” and dependent variable is reading comprehension which is labeled as “y”. The score of correlation coefficient  $0.473 > 0.361$  in significant standard 5% and  $0.463$  in significant standard 1% (see table product moment). It means that  $H_a$  is

accepted which indicates that there is a high correlation between prior knowledge and reading comprehension.

The probability score or sig. (2- tailed) is  $0.008 < 0.05$ . It means that  $H_a$  is accepted. On the other word, there is significant correlation between prior knowledge and reading comprehension.

The outputs above show that there is a sign means that there is significant correlation between prior knowledge and reading comprehension.

## **B. SUGGESTION**

From the result of the study, it can be taken some suggestion for those who have concern to this thesis. It is suggested that the result of the study can improve student's prior knowledge in reading comprehension.

Based on conclusion above, there are some suggestions proposed as follows:

### **1. Suggestions for teachers**

A teacher is one of the most important educational components in learning process. To make students understand what they read, teachers have to supply the students with knowledge which can help them to be easier to comprehend what they read. Because, prior knowledge is very important in determining the level of student's reading comprehension.

It is suggested to all of students to improve their reading comprehension:

Enrich their prior knowledge about everything especially which is related to the text being learned.

- 1) Improving their prior knowledge about narrative or biographical recount text.
  - 2) Improving their ability in comprehending the text what they read.
2. Suggestion for student.

There are many problems of students' ability in reading comprehension. Therefore, the writer suggests that the students always improve their prior knowledge to more comprehend the reading comprehensively, because prior knowledge is the crucial thing in reading comprehension.

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